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ABSTRACT

Year 2 (1998-99) of Ohio's School-to-Work (STW) system focused on continuing to get information out to practicing school counselors through workshops, articles, and modules and on helping counselor educators understand STW so they could infuse STW into their training programs for preservice school counselors. A multi-university work team, together with members of relevant state organizations, met three times during the year. Two primary accomplishments were the following: (1) development of a plan to provide STW information to counselor educators at every institution in Ohio with a counselor education program, and (2) ongoing dissemination of STW material to practicing school counselors, including those who act as onsite supervisors for preservice school counselors in their practice and internship. (Part 1 of the document describes that effort. Part 2 provides work team information, including member information; resources provided to work team; and minutes from meetings. Part 3 comprises workshop information: schedule; sample agenda and minutes from a regional workshop; and sample materials. Part 4 contains conference presentation information, including a list of three presentations made at professional conferences to disseminate information about the project and sample handouts from each conference.) (YLB)

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ED 481 321

Reconceptualizing School Counseling to Include School-to-Work Concepts

State University Education Deans
Ohio School-to-Work System Integration Project

Lead Institution
The Ohio State University

Principal Investigator

Darcy Haag Granello, Ph.D., LPCC

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Executive Summary

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Reconceptualizing School Counseling Using School-to-Work Concepts: A Systemic Approach

1999

Executive Summary

Principal Investigator:

Darcy Haag Granello, Ph.D.
Counselor Educator, School of Physical Activity & Educational Services
College of Education

The Ohio State University
Arps Hall, 1945 North High Street
Columbus, Ohio 43210

Submitted: January, 2000

Purpose and Significance

The mission of Ohio's School-to-work System is to ensure that every Ohio Student graduates from high school and beyond with the knowledge and skills needed to success in the ever-changing world of work. For this mission to be accomplished, school counselors must take a more active role in school-to-work, both by providing more career counseling and information to students to help them make appropriate career choices, and by becoming resource persons for school teachers to help them integrate career information into their teaching. School counselors are uniquely positioned, through their training and experience, for both of these tasks.

The majority of school counseling training programs in the state of Ohio are not linked into the school-to-work system. Therefore, they do not provide training to their preservice school counselors on the school-to-work concepts. In addition, the trend in training has been to focus more on social/emotional counseling than on career counseling. Recently, there has been an emphasis on integrating more academic and career counseling into school counselor training. Counselor education faculty, however, may be ill-equipped to move to this academic/career model as they have traditionally not received adequate training in this type of counseling. Counselor education programs need to assist preservice school counselors in:

1. helping students assess personal career interests, aptitudes, and strengths;
2. utilizing technology (e.g., World Wide Web, career exploration software) to access career and labor market information;
3. helping students generate career options by evaluating and utilizing career information and by engaging in work-based learning opportunities;
4. learning to pull together teams of interested partners (e.g., teachers, parents, businesses) in setting up work-based learning opportunities for students;
5. understanding the basic career assessments and how to utilize them to help students make career decisions;

6. understanding the SCANS competencies and the skills needed in the workplace of tomorrow and serving as a resource for teachers wishing to incorporate this career information into their classrooms

Future school counselors need access to this information, and this access can best be gained through their counselor education faculty. Therefore, the counselor education faculty must be trained so that they can teach their students this model. Emphasis on training counselor education faculty should be not only those faculty who work exclusively with (have specialty areas in) school counseling, but with counselor education faculty who are more generalists and who teach school counselors in only one or two classes. It is these faculty who are least likely to have the necessary skills to teach school-to-work concepts.

While the training of faculty can assist preservice school counselors, practicing school counselors also must have the opportunity to re-examine their counseling programs and their daily activities and commit to making their students' career development needs a priority. Practicing school counselors need inservice experiences to enhance their skills in this area.

Summary of Year Two Accomplishments (1998-99)

Year two focused on continuing to get information out to practicing school counselors, through workshops, articles, and modules and on helping counselor educators understand STW so that they could infuse STW into their training programs for pre-service school counselors. A multi-university workteam, together with members of relevant state organizations, met three times during the year. Two primary accomplishments were: 1) the development of a plan to inservice counselor educators (university faculty who teach in counselor education programs) at every institution in Ohio that has a counselor education program; 2) ongoing dissemination of material to practicing school counselors, including school counselors who act as on-site supervisors, supervising pre-service school counselors in their practica and internship.

Specific and Quantitative Outcomes From Year Two (1998-99)

During the second year of the School-to-Work project to reconceptualize school counseling to include school-to-work concepts, 9 expected outcomes were outlined in the grant proposal. These are listed below with the progress of each outcome underneath.

1. Continue with the statewide workteam, consisting of representatives from 8 colleges and universities, and from the three organizations (Guidance Department of Ohio Department of Education, Ohio School Counselor's Association, and Ohio Association for Counselor Education and Supervision).

   - The workteam was reconvened, with two members recruited to replace two members who had decided not to continue. The workteam held 3 meetings
     February 18, 1999
     June 14, 1999
     August 5, 1999.

   - Members of the workteam represent 8 different colleges and universities and 3 organizations. Workteam members are:

Workteam Participant	Role	Organization
*Darcy Haag Granello	Counselor Educator/PI	The Ohio State Univ.
Counselor Educators		
Donald Bubenzer	Counselor Educator	Kent State University
Tom Davis	Counselor Educator	Ohio University
**Susan Huss	Counselor Educator	Bowling Green
William Nemec	Counselor Educator	Malone College
**Patricia Polanski	Counselor Educator	Univ. of Dayton
Susan Sears	Counselor Ed/Assoc. Dean	The Ohio State Univ.
Jeannine Studer	Counselor Educator	Heidelberg College
Geoffrey Yager	Counselor Educator	Univ. of Cincinnati
Organizational Representatives		
Judy Howard	Ohio School Counselor Association	
Edwin Whitfield	Ohio Department of Education	

* Darcy Haag Granello also served as the representative from the Ohio Association for Counselor Education and Supervision.

** Represents new members of the workteam for the 1998-99 grant.

2. Continue work on modules that are to be used to train preservice school counselors.

   - All modules have been reviewed by the workteam and revisions have been made as needed.

3. Collect modules into training manual that can be used by counselor educators, with appropriate text as accompaniment.

   - Models that are appropriate for training have been included in a packet that was distributed, along with other relevant material, to all interested counselor educators in Ohio.

4. Develop training for counselor education faculty so that they can learn about school-to-work and understand its relevance for the training of school counselors.

   - On February 19, 1999, 60 counselor educators from colleges and universities throughout Ohio met for a day-long training on STW and the training of school counselors. Nancy Perry, Executive Director of the American School Counselor Association, was present at the meeting and provided the keynote address. On the day prior to the workshop, Dr. Perry met with the workteam in a day-long informal meeting and discussion.

5. Train counselor education faculty from colleges and universities, using the modules as the foundation, so that they can integrate school-to-work concepts into their classrooms. Disseminate the modules at the counselor education training, making sure that each college or university program has a minimum of three sets of the modules. Also disseminate to the counselor educators copies of the information given to inservice school counselors so that they can have a fuller understanding of the needs of practicing school counselors.

   - At the February training, all counselor educators in attendance received a packet of materials (worth approximately $80-90) that included a copy of each module that had been developed by the workteam, an Occupational Outlook Handbook, a copy of a book entitled School Counseling:New Perspectives and Policies (includes a strong STW component), a book on career counseling websites and the use of the internet, and numerous other materials. In addition, each counselor education program received a copy of the Children's Occupational Outlook Handbook.

6. Work with the Ohio Association for Counselor Education and Supervision, the state organization for counselor educators, to disseminate information and training to counselor educators.

   - Through the Ohio Association for Counselor Education and Supervision, a follow-up newsletter to the training was written and mailed to all counselor educators in the state. In addition, upon request, copies of material was provided to individuals not able to attend the meeting.

7. Continue to inservice practicing school counselors by providing workshops to practicing school counselors and counselor educators. These should be school counselors who were unable to attend the 1998 workshops;

- On March 31, 1999, approximately 45 practicing school counselors in Columbus were presented with a 2 ½ hour workshop on STW and the Role of the School Counselor. Each participant received $50 worth of materials.

- On November 4, 1999, approximately 80 practicing school counselors in Ohio attended a workshop on STW and the Role of the School Counselor. Each participant received $30 worth of materials.

- Counselor educators in Ohio, many of whom were in-serviced at the February day-long workshop, were also invited to attend regional workshops held by workteam members during the autumn of 1999. The workteam decided to provide these workshops through the various counselor education programs in the state. A workshop was held in each corner of the state. Each workshop included representatives from each counselor education program in the particular quadrant of the state, including several selected doctoral students in training, on-site school counseling supervisors, counselor education faculty, and practicing school counselors. The training workshop lasted one day and included time for faculty participants to write action plans and develop specific ways to integrate STW concepts into their classrooms. Participants were asked to bring copies of their syllabi to the workshops to work on during the day.

- Workshop dates were:

October 8	Bowling Green State University and Heidelberg College Workteam member hosts: Dr. Susan Huss & Dr. Jeannine Studer
October 8	University of Cincinnati and University of Dayton Workteam member hosts: Dr. Geoffrey Yager & Dr. Pat Polanski
October 15	Kent State University and Malone College Workteam member hosts: Dr. Don Bubenzer & Dr. Bill Nemec
December 5	Ohio University Workteam member host: Dr. Tom Davis

8. Help ensure continuity of the project through the following methods:

   a) dissemination of the modules through ERIC, if possible, for use by future counselor educators;

      - An article by Darcy Haag Granello & Susan Sears entitled "The School-to-Work Opportunities Act and the Role of the School Counselor" has been submitted and accepted for publication in The Professional School Counselor, the major journal for school counselors. The article will appear in the winter 2000 issue of the journal.

   b) submit presentation for the All Ohio Counselor's Conference for training counselor educators who were unable to attend the training workshop;

      - This presentation was submitted and accepted. The presentation was given on November 4, 1999.

   c) submit presentation for American Association of Counselor Education and Supervision, the national conference for counselor educators;

      - This presentation was submitted and accepted. The presentation was given on October 30, 1999.

9. Develop a written evaluation of the project indicating the extent to which it has delivered the expected outcomes.

   This document represents the final report

Additional Outcomes of Year Two (1998-99)

Although not specifically outlined in last year's grant, the following additional outcomes were completed during Year Two:

1. Upon the request of the U.S. Department of Education, Dr. Darcy Haag Granello traveled to Denver, Colorado in November, 1998, to present on STW and the Role of the School Counselor at the "Improving America's Schools Conference." Based on this presentation, Drs. Granello and Sears were asked to the Denver area on February 5, to present an inservice to practicing school counselors. Over 100 school counselors in the Denver area were inserviced, receiving 7 ½ hours worth of training on STW as well as copies of many of the modules.

2. In addition to the conference presentations outlined in the grant proposal, Susan Sears and Darcy Haag Granello had workshops accepted for the Association for Career and Technical Education National Conference (ACTE, December, 1999) and the American

Counseling Association Conference (ACA, March, 2000). These two conferences provided an opportunity to inservice other counselor educators and school counselors outside of Ohio.

3. On August 5, the workteam met with a national expert on counseling at-risk children for dropout prevention. During the morning, Dr. Fred Hanna, Counselor Educator from Johns Hopkins University, presented his work on counseling at-risk students to the workteam and approximately 20 additional practicing school counselors. During the afternoon, a smaller meeting with the workteam and Dr. Hanna led to a discussion of the use of STW as a drop-out prevention method for at-risk youth.

4. Dr. Tom Davis drafted an initial position statement regarding the importance of career counseling for all types of mental health and school counselors.

Evidence of School-to-Work System Building

System building is evidenced, as practicing school counselors (approximately 200 in Ohio in 1999, 400 in 1998) have received training to incorporate STW into their schools. In addition, the focus in 1999 on training counselor educators – first through a workshop overview in February of 1999, and then through four regional day-long workshops with two counselor educators from each counseling program that will end with action plans for infusion of STW into preservice counselor training – will help insure that all future school counselors in Ohio are trained in STW concepts.

Some specific examples of system building:

- Re-convened the multi-university workteam to ensure distribution of the concepts and materials throughout the state
- Developed manuscript for publication in Professional School Counseling , a journal for practicing school counselors, to assist school counselors throughout the country in the implementation of STW concepts in their local schools.
- In-serviced counselor educators from every counselor education program in the state to help ensure that STW gets infused into pre-service training for school counselors.
- Fall workshops included time for counselor education programs to develop action plans to help them follow-up from the February training and actually find places in their curriculum to infuse STW. Faculty participants brought syllabi to these meetings to help them develop concrete plans for STW infusion into their classes.
- Disseminated modules to practicing school counselors and counselor educators.
- Disseminated printed information at the workshops for practicing school counselors that includes information on school-to-work and the Ohio School-to-Work system, as well as contact information

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Continuation Plan

The workteam will reconvene in the winter of 2000 to discuss the workshops that were presented in the fall of 1999. The faculty participants will receive training in several career-related instruments so that they can infuse training of these instruments into their counselor education programs. Through this, counselor education programs will continue to impact pre-service school counselors in ways that will assist them in working effectively in STW systems.

Reconceptualizing School Counseling Using

School-to-Work Concepts: A Systemic Approach

Workteam Information

Workteam Members, 1998

Member	Institution	Address	Phone(s)	E-mail
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Tom Davis	Ohio University	McCracken Hall Athens, OH 45701	Area code: 740 593-4440 (o)	davist@ouvaxa.cats.ohiou.edu
Darcy Haag Granello	Ohio State Univ. (PI)	283 Arps Hall 1945 N. High St. Columbus, OH 43210	Area code: 614 688-4605 (o) 764-1433 (h) 292-4255 (fax)	granello.1@osu.edu
Judy Howard	Ohio School Counselor Assoc.	383 Circleville Ave Ashville, OH 43103	Area code: 740 983-4074 (o) 866-6564 (h) 983-4158 (fax)	gretelho@aol.com
Susan Huss	Bowling Green State University	College of Ed, Div. of Intervention Serv. Bowling Green, OH 43402	Area code: 419 372-7312 (o)	shuss@bgnet.bgsu.edu
Anita Jackson	Ohio Assoc. for Counselor Ed. & Supervision	310 White Hall Kent, OH 44242	Area code: 330 672-2662 (o) 672-3063 (fax)	drajkent@aol.com
William Nemec	Malone College	515 25th St, NW Canton, OH 44709	Area code: 330 471-8439 (o) 688-4560 (h) 471-8478 (fax)	nemec2@malone.edu
Pat Polanski	Univ. of Dayton	301 Chaminade Hall 300 College Park Dayton OH 45469	Area code: 937 229-4709	polanski@keiko.udayton.edu
Susan Sears	Ohio State Univ.	Arps Hall 1945 N. High St Cols, OH 43210	Area code: 614 292-7231 (o)	sears.1@osu.edu
Jeannine Studer	Heidelberg College	413 Winona Ave Huron, OH 44839	Area code: 419 448-2068 (o) 433-3846 (h) 448-2124 (fax)	jstuder@nike.heidelberg.edu
Edwin Whitfield	Ohio Department of Education	65 S. Front Street Cols, OH 43215	Area code: 614 466-4590 (o) 766-5998 (h) 728-3768 (fax)	ae_whitfield@ODE.ohio.gov
Geoffrey Yager	University of Cincinnati	Counseling Program Cincinnati, OH 45221-0002	Area code: 513 556-347 (o) 861-9209 (h) 556-3898 (fax)	geof.yager@uc.edu

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Workteam Meetings, 1999

February 18, 1999

Purpose: introduce new workteam to each other, to discuss ideas for new grant, to prepare for state-wide training of counselor educators (which was held the next day).

June 14, 1999

Purpose: discuss methods to continue infusion of STW into pre-service counselor training, develop ideas for autumn workshops, introduce idea of STW for at-risk children.
(minutes attached)

August 5, 1999

Purpose: brought in an expert from Johns Hopkins University to discuss the counselor's role in helping at-risk children in order to begin to uncover ideas of how STW can be used as a drop-out prevention strategy for at-risk youths.
(minutes attached)

Resources Provided to the Workteam

Workteam members received a variety of resources during the year in order to help with planning workshops, writing modules, etc. Examples of this material include:

- Schwartz, L., & Wolfgang, T. (eds.). (1999). Children's Occupational Outlook Handbook (2nd ed.). Auburn, CA: CFKR Career Materials.

- Allen, J. M. (1998). School counseling: New perspectives and practicies. Greensboro, NC: ERIC.

- Harris-Bowlsbey, J., Dikel, M. R., & Sampson, J. P., Jr. (1998). The internet: A tool for career planning. Columbus, OH: National Career Development Association.

- Ohio Business Roundtable and Ohio Department of Education. (1998). Knowledge and Know-How: Meeting Ohio's Skill Gap Challenge. Columbus, OH: Author.

Minutes from the Workteam Meetings:

Minutes of the School-to-Work Meeting
Reconceptualizing School Counseling
June 14, 1999

Workteam members in attendance:

Don Bubenzer (Kent State University)
Darcy Haag Granello (Ohio State University)
Judy Howard (Practicing School Counselors)
Susan Huss (Bowling Green State University)
Bill Nemec (Malone College)
Pat Polanski (University of Dayton)
Susan Sears (Ohio State University)
Ed Whitfield (Ohio Department of Education)
Geof Yager (University of Cincinnati)

Workteam members absent:

Tom Davis (Ohio University)
Jeannine Studer (Heidelberg College)

The meeting began with a discussion and review of the February 19th training of counselor educators. The discussion quickly developed into what would be necessary to take the counselor educators to the next level of training, so that they could infuse what they had learned into the classroom. Three classes were identified as important areas for STW infusion: career counseling, school counseling, and school internship. The group also noted that supervisors needed to be trained, as well as counselor educators. Some aspects of supervisor training that were discussed included:

- In-servicing on-site supervisors – training programs will have to do more outreach to on-site supervisors with new school counselor training requirements, and this could be a method of outreach
- Training should be practical, hands-on, and incorporate the politics of the school
- Training should include an advocacy piece – school counselors need to learn how to advocate for their role
- Training in STW needs to demonstrate how this could decrease workload or be shown to demonstrate an increase in test scores. It was recommended that on-site supervisors be presented with this model with the understanding that this was something that their interns could help with, as they would all be trained in STW

A discussion of what needed to be included in the training of on-site supervisors followed. Ed noted that with the new State of Ohio standards, training programs must follow CACREP standards as they relate to career and to training of on-site supervisors. He suggested that CACREP be added to the career counseling standards that were compiled for training.

Susan H. stated that she will be willing to consolidate the various career counseling standards to see where they overlap, and that this information could be used to build an action plan.

The group decided that the best method for the next level of training would be regional workshops (four in total, one in each corner of the state) that would be hosted by workteam members in that area of the state. Each workshop could have up to 30 people and should include at least two counselor educators from each program (preferably those who teach career and/or school and/or internship). In addition, as space permits, each counselor education program could invite an on-site supervisor and a current school counseling graduate student to the workshop. Workteam members would identify the counselor educators at each program to invite and would handle the logistics of the workshop. The workshop would include some standard information-sharing in the morning, and then an afternoon session in which programs developed action plans for infusion of STW into their programs. Counselor educators would be asked to bring relevant syllabi to the workshop in order to draft infusion plans.

The workshops, by region, would include the following counselor education programs:

Northwest: Toledo, Bowling Green, & Heidelberg (hosted by Susan H. & Jeannine)
Northeast: Cleveland, Akron, Malone, Kent, Walsh, Youngstown, & John Carroll (hosted by Don & Bill)
Southwest: Cincinnati, Dayton, Wright & Xavier (hosted by Geof & Pat)
Southeast/Central: Ohio University, Marietta, Ohio State (hosted by Tom, Susan S. & Darcy)

Each workshop would have the following resources available:
$200 per participating institution
$50 worth of materials for participants
The group discussed the possibility of companies donating materials, if they knew that these materials would be used in every counselor education training program in the state and thus all future school counselors in the state (ideas included OCIS, books, software)

Ideas for the morning part of the workshop included:

- An information session on how the standards for career counseling come together
- Any resources that could be gathered to help programs with on-going financial support
- Invite local/district STW coordinators
- ICP training – someone from ODE Career Education section may be available to go to workshops to help with this part of the training. Judy Howard also volunteered to help with this part of the training, from a hands-on perspective
- RPDC (regional professional development committees) could be invited to help move this toward ongoing implementation
- General supervision issues/advocacy issues
- Tom Davis' rationale for career counseling

Ideas for the afternoon part of the workshop included:

- Development of plans for infusion of STW into counselor education programs with focus on internship, career, introduction to school counseling
- Sharing of syllabi

The workteam agreed to bring proposals for their workshops to the next meeting (August 5th). October 15th was set as the deadline for holding the workshops.

It was noted that the grant called for the inservicing of 300 school counselors/counselor educators. A total of 100 have already been inserviced in 1999 (60 counselor educators, 40 school counselors). The workshops would probably inservice another 100, leaving 100 additional school counselors to be inserviced. The workteam decided that this could be handled rather easily in the fall if each program represented on the workteam agreed to inservice about 15-20 school counselors.

Discussion then moved to the next step in disseminating the modules.

The modules will be consolidated into a training module for counselor educators and school counselors or a resource packet. It was decided we should "jazz up" the modules with color transparencies, better layout, etc. Several pieces were identified as missing from the modules. These are: a resource guide pulling together all the players and the pieces in STW and career counseling in general; a module on externships for school counselors (Darcy passed around a module that was developed by another component of the STW grant on externships for teachers); and a developmental career introduction that pulls the modules together.

Next, the workteam was told of the opportunity to bring in Dr. Fred Hanna, a counselor educator and expert on at-risk children and dropout prevention for a workteam meeting. The idea was that Dr. Hanna's work could be fused with the STW ideas and STW could be used as drop-out prevention for at-risk children. The workteam determined two possible dates for his visit. It was decided that at the workteam meeting when he visited, each workteam member could invite a counselor educator colleague from his or her region (preferably someone who would be a part of the upcoming regional workshops). Before his visit, Dr. Hanna may send some materials for workteam members to look over.

The workteam meeting adjourned at 1:45pm.

NOTE: Since this meeting, Dr. Hanna has confirmed Thursday, August 5th, as the date for the workteam meeting with him. Details to follow.

Minutes of the School-to-Work Meeting
Reconceptualizing School Counseling
August 5, 1999

Workteam members in attendance:

Don Bubenzer (Kent State University)
Tom Davis (Ohio University)
Darcy Haag Granello (Ohio State University)
Judy Howard (Practicing School Counselors)
Susan Huss (Bowling Green State University)
Bill Nemec (Malone College)
Pat Polanski (University of Dayton)
Susan Sears (Ohio State University)
Jeannine Studer (Heidelberg College)
Ed Whitfield (Ohio Department of Education)
Geof Yager (University of Cincinnati)

Workteam members absent:

- none

An additional 15 practicing school counselors and supervisors were in attendance at the morning meeting with Dr. Hanna.

The meeting began with an introduction of Dr. Fred Hanna from Johns Hopkins University. Dr. Hanna is an internationally known scholar on the topic of counseling at-risk youths. All workteam members and guests received a copy of two of his latest articles either prior to the meeting via U.S. mail, or at the beginning of the meeting as a handout.

Dr. Hanna provided many useful tips and ideas for working with at-risk youths. He noted that among other things, we must:

- *work with the individual, group, family, and system*
- *ask permission to ask questions, interventions, etc.*
- *use advanced empathy*
- *manage countertransference*
- *provide answers that are unexpected; do not rely on authority*
- *be careful not to be dependent on clients for our self esteem*
- *never invalidate the person or the action, just reframe it*
- *remember that anger is part of their identity and is used as a coping mechanism*
- *identify the hurt under the anger*
- *help teach kids the value of counseling*
- *use a technique involving concentric circles to identify how close we are to the child*
- *help clients control their own freedom*
- *use counseling to "push buttons" one at a time until they wear out*
- *teach difference between anger expression and anger management*

Dr. Hanna spoke about the system in place in Baltimore City Schools that focuses on at-risk youths. He spoke of the training for counselors in these systems, focusing on the need to become a change agent. After he spoke, Dr. Hanna answered questions from the group, gave demonstrations, and interacted with workteam members and guests on case conceptualizations.

Workteam members and guests had lunch and continued informal discussions.

After lunch, the invited guests left, and Dr. Hanna remained to speak with the workteam about STW as an intervention for dropout prevention. He noted that the literature on dropouts says that children drop out of school not for academic reasons, but because they don't feel connected. School doesn't fit into their meaning system. The group brainstormed ideas about STW and how these opportunities could help provide meaning.

Reconceptualizing School Counseling Using

School-to-Work Concepts: A Systemic Approach

Workshop Information

Workshop Schedule:

Friday, February 5, 1999
Denver, Colorado
7 ½ hour workshop
Presented by:
Drs. Darcy Haag Granello & Susan Jones Sears, Ohio State University
In attendance: 103 practicing school counselors

Friday, February 18, 1999
Columbus, Ohio
6 hour workshop
Presented by:
Workteam members and Dr. Nancy Perry from the American School Counselor Association
In attendance: 61 counselor educators and pre-service counselor educators from Ohio

Wednesday, March 31, 1999
North High School, Columbus, Ohio
3 hour workshop
Presented by:
Dr. Darcy Haag Granello, PI, Ohio State University
In attendance: 45 practicing school counselors

Friday, October 8, 1999
Bowling Green State University campus
4 hour workshop
Presented by workteam members:
Dr. Susan Huss, Bowling Green State University
Dr. Jeannine Studer, Heidelberg College
In attendance: 21 practicing school counselors, counselor educators, supervisors, and pre-service school counselors

Friday, October 8, 1999
Ramada Inn between Dayton & Cincinnati
4 hour workshop
Presented by workteam members:
Dr. Pat Polanski, University of Dayton
Dr. Geoffrey Yager, University of Cincinnati
In attendance: 32 practicing school counselors, counselor educators, supervisors, and pre-service school counselors

Friday, October 15, 1999
Malone College
4 hour workshop
Presented by workteam members;
Dr. Bill Nemec, Malone College
Dr. Don Bubenzer, Kent State University
In attendance: 25 counselor educators, supervisors, practicing school counselors, and pre-service school counselors

Saturday, October 30, 1999
Association for Counselor Education and Supervision
1 ½ hour workshop
Presented by:
Drs. Darcy Haag Granello & Susan Jones Sears, Ohio State University
In attendance: 45 counselor educators from across the country

Friday, November 4, 1999
All Ohio Counselor Conference
1 ½ hour workshop
Presented by:
Drs. Darcy Haag Granello & Susan Jones Sears
In attendance: 80 practicing school counselors

Sunday, December 12, 1999
Association for Career & Technical Education Conference, Orlando, FL
Presented by:
Drs. Darcy Haag Granello & Susan Jones Sears, Ohio State University
In attendance: approx. 50 school counselors and interested administrators

Total number of participants: 462

Sample Agenda & Minutes from a Regional Workshop
(Malone College Workshop)

Reconceptualizing School Counseling
Malone College
October 15, 1999
9:00 a.m. – 1:00 p.m.
Co-leaders: Bill Nemec and Don Bubenzer

Participants: Two counselor educators, one master's school counseling student (preferably in internship), and one school internship site supervisor from the following: University of Akron, Cleveland State University, John Carroll University, Kent State University, Malone College, Walsh University, and Youngstown State University.

Goal: To encourage the continuing development of school counseling programs designed to prepare school counselors to meet the needs of K-12+ students.

Objectives:

- To gain an understanding of the context of school counseling i.e. career possibilities, training standards, training needs etc.
- To share program preparation strategies relative to issues such as career counseling, outcome based training, supervision of interns, intern placement etc.
- To understand the roles of site supervisors, their needs relative to preparation programs, the opportunities and difficulties encountered by site supervisors etc.
- To share what might be next steps in improving the preparation of school counselors

Agenda:

8:30-9:00	Continental Breakfast
9:00-10:00	Presentation and Discussion: Context of school counseling and school counselor preparation; raising of issues
10:00-11:00	Sharing of program preparation curricula and methods of handling issues related to career training, counseling program development, intern placement etc.
11:00-11:15	Break
11:15-12:15	Site supervisors discussion of needs relative to preparation programs and issues related to intern supervision etc.
12:15-1:00	Integrative discussion and next steps

Participants in the October 15 "Reconceptualizing School Counseling" Workshop

University of Akron
Dr. Sandra Perosa
Dr. Paul Hartung
Dr. Cynthia Reynolds
Kerri Hoert

Cleveland State University
Dr. Elliot Ingersoll

John Carroll University
Dr. David Helsel

Kent State University
Dr. Donald Bubenzer
Dr. Richard Watts
Andrea Stefan
Nancy Bubenzer

Malone College
Dr. Bill Nemec
Dr. Brock Reiman
Pam Paustenbach
Barbara Ferne

Walsh University
Dr. Sandy Lopez-Baez
Dr. James Korkuska
Dr. Judith Green
Peter Calco

Youngstown State University
Dr. Don Martin
Dr. Bill Evans
Dr. Sherry Gallagher Warden
Suzanne Paluga
Lou Busacca

Notes From Reconceptualizing School Counseling
Malone College
October 15, 1999
Hosts: Bill Nemec and Don Bubenzer

Participants: U. Of Akron; Sandra Perosa, Paul Hartung, Cynthia Reynolds, Kerri Hoert, Cleveland State U.; Elliot Ingersoll, John Carroll U.; David Helsel, Kent State U.: Don Bubenzer, Richard Watts, Andrea Stefan, Nancy Bubenzer; Malone College; Bill Nemec, Brock Reiman, Pam Paustenbach, Barbara Ferne; Walsh U.; Sandra Lopez-Baez, Jim Korkuska, Judy Green, Peter Calco; Youngstown State U.; Don Martin, Bill Evans, Sherry Gallagher Warden, Suzanne Paluga, Lou Busacca

Goal: To encourage the continuing development of school counseling programs designed to prepare school counselors to meet the needs of K-12 + students.

- To gain an understanding of the context of school counseling i.e. career possibilities, training standards, training needs etc.
- To share program preparation strategies relative to issues such as career counseling, outcome based training, supervision of interns, intern placement etc.
- to understand the roles of site supervisors, their needs relative to preparation programs, the difficulties and opportunities encountered by site supervisors etc.
- To share what might be next steps in improving the preparation of school counselors

The session focussed around a series of discussions about the current context of school counseling, a sharing of program preparation strategies used in the preparation of school counselors, the perceptions and needs of site supervisors, and the perceptions of students and interns. Following is a distillation of the ideas shared at the conference.

Relative to context. there was a discussion of the tension between training standards and the need to prepare well qualified school counselors and the need to attract people into the profession who are willing to undertake extensive and lengthy training programs that might not lead to a job and could theoretically result in the

loss of a job as a teacher. Those issues drawing the greatest discussion included the provision of alternative licensure models and related to that the attraction of non-dominant culture people into the profession.

Shared Perceptions:

- Preparation programs are experiencing an increase in numbers of students entering school counseling programs and an increased proportion of students entering school counseling programs compared to other counseling programs e.g. mental health, community etc.

- Preparation programs in general indicated that they were meeting the internship requirements without undue hardship.

- Preparation programs were giving increasing attention to the preparation of school counselors whether through infusion of schol counseling related material into courses or through specialized courses.

- Increased assistance would be appreciated in helping preparation programs to train school counselors to be more technologically literate.

- Students, site supervisors, and training programs all thought it was important for school counselors to have intern experience in the community mental health system.

- Many thought extern experiences in world of work settings was desirable. Counselors, as do teachers, often lack knowledge of the worlds of work.

- All parties thought the roles of counselors in secondary, middle, and elementary schools to be quite different and worthy of preparation attention.

- Among site supervisors there is great concern about the preparation of school counselors from non-teaching backgrounds.

  Universally they thought their teaching background was important to their being seen as resources to teachers, in their ability to conduct classroom learning experiences, in their participation in special needs

planning sessions, meeting with parents etc.

Pretty universally they though school psychologists and social workers lacked acceptance in the school and to a great extent because they did not understand the teacher's and role the experience of teaching.

If alternative licensure is to be offered, they thought that not only would the internship need to be shaped for folks coming from non-school environments but also there might need to be some training course work built into the program from relevant practices related to teaching.

- There was some concern that those within the school counseling profession were being ignored in all the talk about revising the training of school counselors.

- Strong sentiment was expressed for attempting to develop "legislation" that would enable school counselors to engage in paid internships in a manner similar to that of school psychologists.

- A need for greater communication between site supervisors and training institutions was expressed, with some desire to have both training experiences and greater support for site supervisors. Some ideas were shared relative to free or reduced tuition for courses and workshops.

- Need was expressed for a greater emphasis on counselor program development and marketing skills in school counselor preparation programs.

- Site supervisors and students expressed a need for preparation programs to train counselors to have realistic and appropriate expectations of the school counselors role e.g. work briefly, 10-20 minutes with clients, multiple and simultaneous experiences, importance of classroom guidance, the provision of leadership to the school etc.

- The need for multi-disciplinary training between teachers, administrators and counselors was raised.

- The need for school counselors to be articulate about their role was stressed. Schools are about learning and counselors play significant roles in promoting

learning and in reducing barriers to learning.

- In some work situations some degree of specialization of counselors may be useful i.e. careers, classroom/learning environment specialists, interpersonal relationships etc.

We express our thanks to all of the participants for the ideas you shared. They will be valuable in continuing efforts to better prepare school counselors and to promote the school counseling profession. Our thanks is also given to Susan Sears and Darcy Granello for their continuing work on behalf of school counseling. It was through their efforts that funding for this conference was made possible.

Warmest regards

Bill Don

Bill Nemec and Don Bubenzer

Reconceptualizing School Counseling
Malone College October 15, 1999
Context of School Counseling:
Issues

Continued diffusion of counselor role with non-guidance duties, i.e. proficiency testing

Shortage of school counselors

Increased training standards--Modified CACREP standards

Increased demand for on-site supervision

Two-year teaching requirement

Schools hiring Deans of Students and other non-certified personnel to fill guidance positions

Differentiation in programs between school and community specializations

Outcomes-based preparation

The school-community counseling interface

Status of school counselors

Reconceptualizing School Counseling
Malone College October 15, 1999
Program Preparation Strategies

How does the school counseling specialization find expression in your curriculum?

What do you think you do well and not so well relative to the training of school counselors in your curriculum?

What needs to happen to strengthen your school counseling program?

How do you students meet internship requirements within your program?

How do you address issues of school counselor identity development, school counseling program development, time management, program prioritization, needs assessment, career counseling program development, etc?

If we could prepare school counselors in an "ideal" manner, how would we do it?

Reconceptualizing School Counseling
Malone College October 15, 1999
Site Supervision

As site supervisors what are issues about your work that you must consider when agreeing accept an intern student?

What do you see as the strengths and weaknesses related to school counselor preparation that you see in students interning with you?

What do you need from preparation programs during the time that you supervise school counseling interns?

What would you like counselor preparation programs to attend to that they seem to be providing insufficient attention to in the preparation of school counselors?

How could school counselor preparation programs be helpful to you relative to your own school counseling programs?

What kind of perks do site supervisors receive (or would they like to receive) for being site supervisors?

Reconceptualizing School Counseling
Malone College October 15. 1999
Intern's Experience

How is the role of the school counselor similar to and different from what you expected?

What about your intern experience has been particularly helpful to you?

What do you wish you had more exposure to in your training program?

What is concerning to you about the school counselor position as you think about your career?

How do you think training programs and intern sites could work together more beneficially?

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Reconceptualizing School Counseling Using

School-to-Work Concepts: A Systemic Approach

Conference Presentation Information

Conference Presentations

Three presentations were made at professional conferences to disseminate information about the project. These included:

1. October, 1999
   Association for Counselor Education and Supervision
   New Orleans
   Audience: Counselor Educators (45)
   Presentation: *The Role of the School Counselor In STW: What Counselor Educators Need to Know*
   Drs. Darcy Haag Granello & Susan Jones Sears, Ohio State University

2. November, 1999
   All Ohio Counselors Conference
   Columbus, Ohio
   Audience: School Counselors (80)
   Presentation: *Reconceptualizing School Counseling to Include School-to-Work Concepts. Implementation Ideas for School Counselors*
   Drs. Darcy Haag Granello & Susan Jones Sears, Ohio State University

3. December, 1999
   Association for Career and Technical Education Conference
   Orlando, Florida
   Audience: School Counselors and Administrators (approx. 50)
   Presentation: *The Role of the School Counselor in STW*
   Drs. Darcy Haag Granello & Susan Jones Sears, Ohio State University

Sample of Handout from Association for Counselor Education and Supervision

October, 1999

The Role of the School Counselor in School-to-Work: What Counselor Educators Need to Know

Darcy Haag Granello & Susan Jones Sears
The Ohio State University

1

The School-to-Work Opportunities Act

- Signed into law in 1994
- Designed to help prepare students for transition from school-to-work
- Provided seed money for program
- Three essential components:
  - School-based learning
  - Work-based learning
  - Connecting activities

2

School-based learning

- Instruction that includes career exploration
- Challenging program of study for all students
- Foster positive attitudes toward work
- Help make connections between school and real-world experiences
- Career exploration begins by the 7th grade
- Develop a career major by the 10th grade

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Work-based learning

- Takes place in the workplace
- Includes a variety of activities
- Provides exposure to the world of work
- Coordinated with school-based learning
- Highly structured and supervised
- Includes work-based adult mentors
- Employers certify skills obtained

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4

Connecting Activities

- Intended to build bridges between school- based and work-based learning
- Used to match students with work opportunities
- Community-wide partnerships

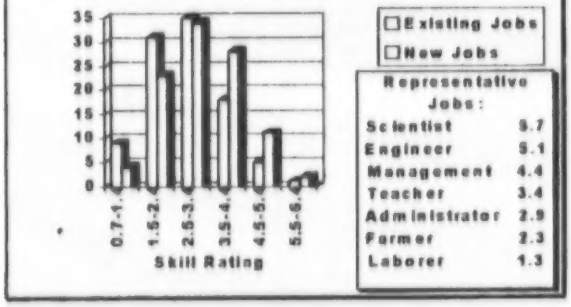
5

Rationale for STW

- Educational system criticized for being "isolated from the labor market"
- Current status of workers:
  - ill-equipped to meet employer needs
  - ill-prepared for high technology, service-oriented careers
- Must get what they need in school
- Access to opportunities available to all
- Expected result is increased choice

6

Low skilled jobs are declining



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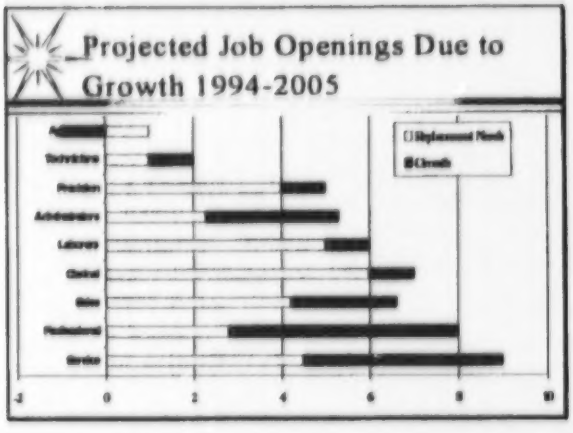

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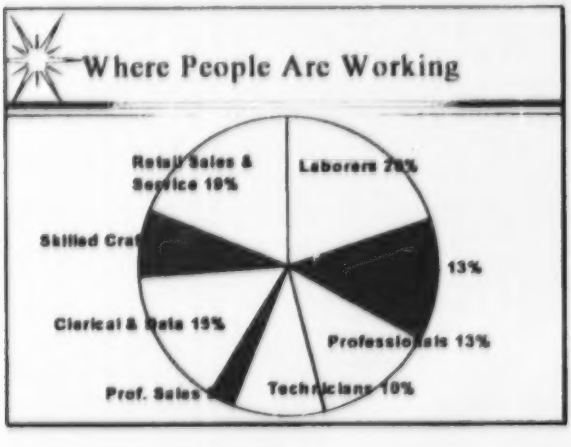

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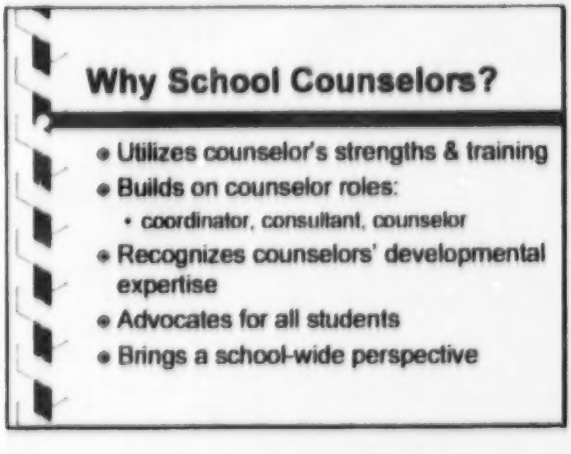

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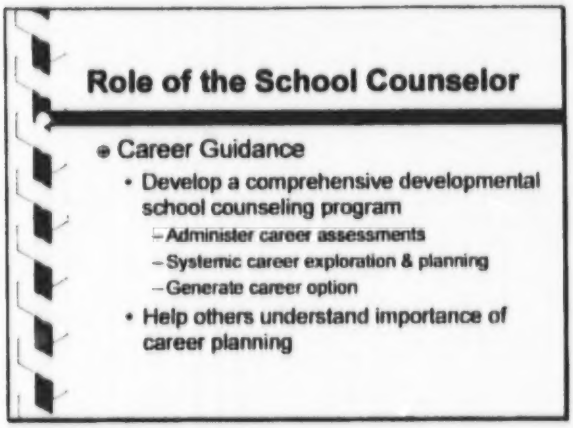
Role of the School Counselor
Career Guidance
Develop a comprehensive developmental school counseling program
Administer career assessments
Systemic career exploration & planning
Generate career option
Help others understand importance of career planning

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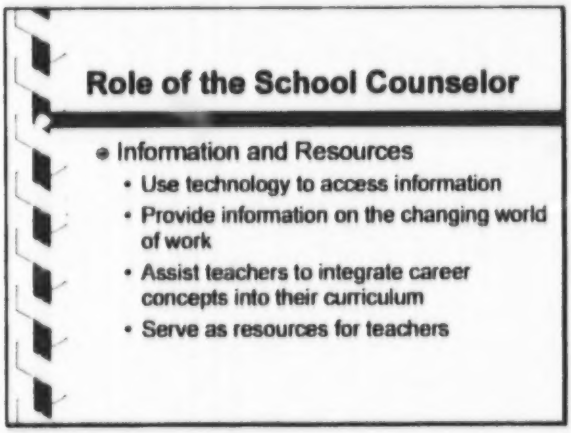
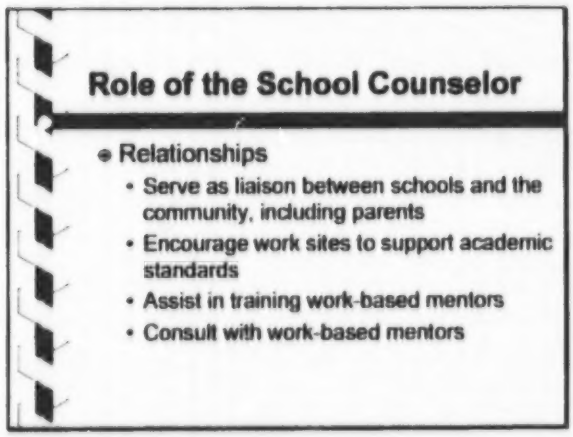

Role of the School Counselor
Information and Resources
Use technology to access information
Provide information on the changing world of work
Assist teachers to integrate career concepts into their curriculum
Serve as resources for teachers

12


Role of the School Counselor
Relationships
Serve as liaison between schools and the community, including parents
Encourage work sites to support academic standards
Assist in training work-based mentors
Consult with work-based mentors

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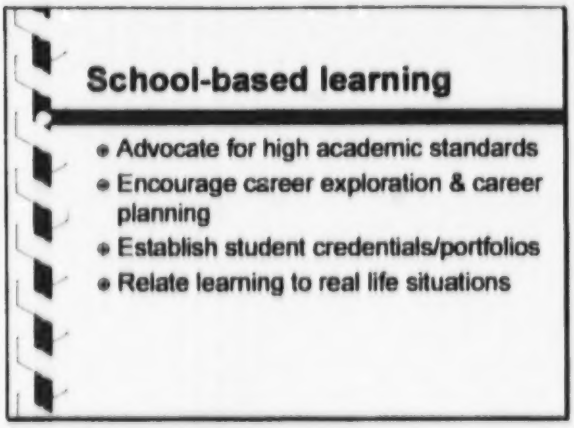
School-based learning
• Advocate for high academic standards
• Encourage career exploration & career planning
• Establish student credentials/portfolios
• Relate learning to real life situations

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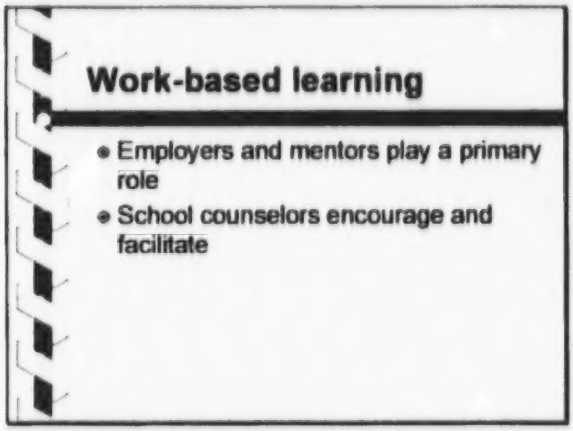
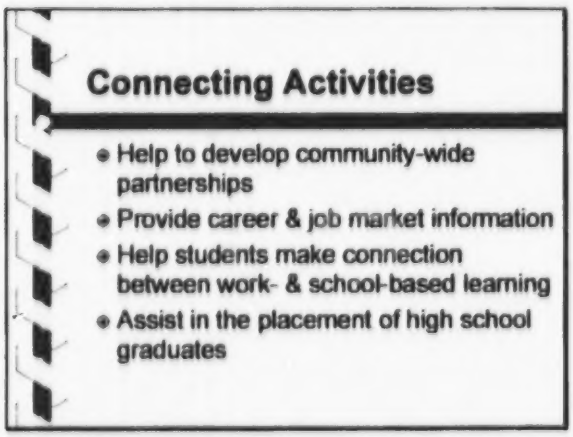

Work-based learning
• Employers and mentors play a primary role
• School counselors encourage and facilitate

15


Connecting Activities
• Help to develop community-wide partnerships
• Provide career & job market information
• Help students make connection between work- & school-based learning
• Assist in the placement of high school graduates

Sample of Handout from All Ohio Counselors
Conference Workshop

November, 1999

The Role of the School Counselor in School-to-Work:

Presentation for the All Ohio Counselors Conference

Darcy Haag Granello & Susan Jones Sears
The Ohio State University

1

The School-to-Work Opportunities Act

- Signed into law in 1994
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- Provided seed money for program
- Three essential components:
  - School-based learning
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School-based learning

- Instruction that includes career exploration
- Challenging program of study for all students
- Foster positive attitudes toward work
- Help make connections between school and real-world experiences
- Career exploration begins by the 7th grade
- Develop a career major by the 10th grade

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- Coordinated with school-based learning
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Rationale for STW

- Educational system criticized for being "isolated from the labor market"
- Current status of workers:
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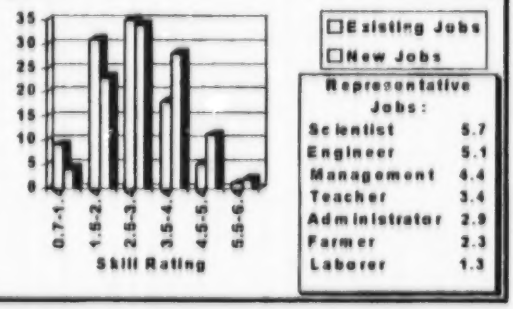
Low skilled jobs are declining



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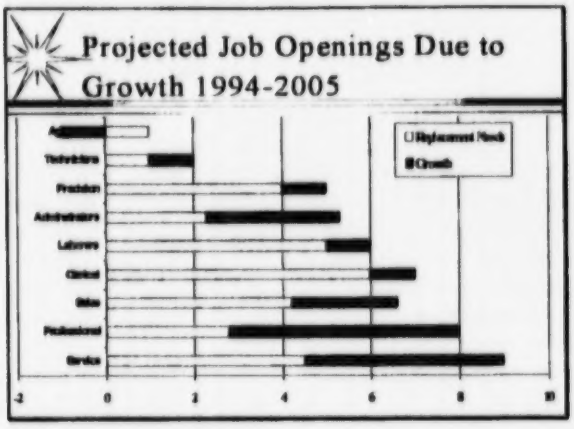

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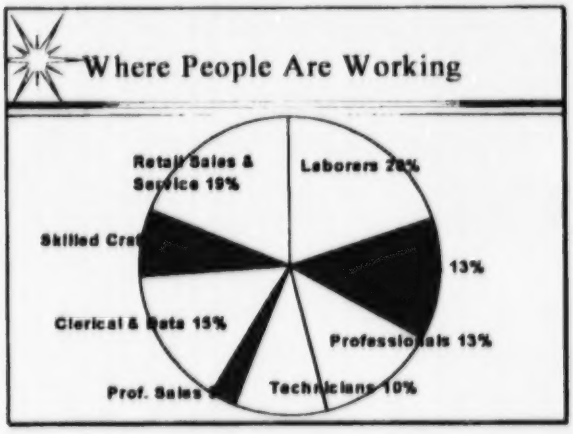

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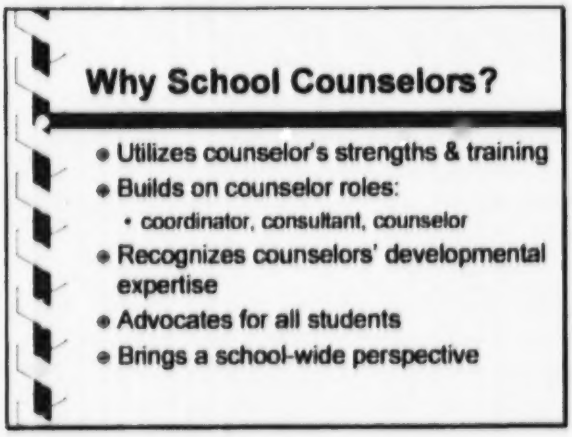

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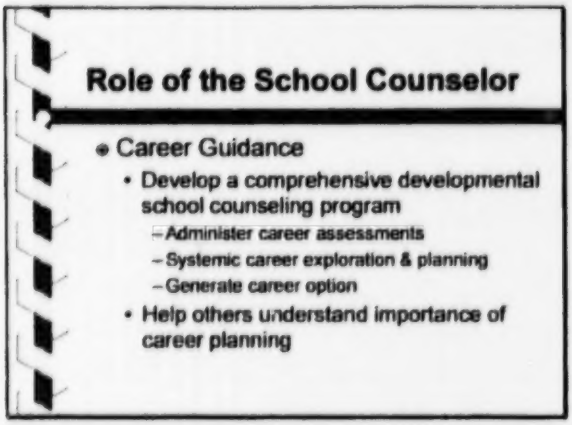
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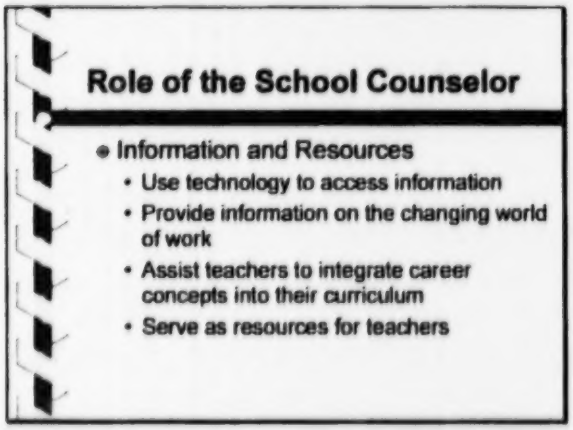
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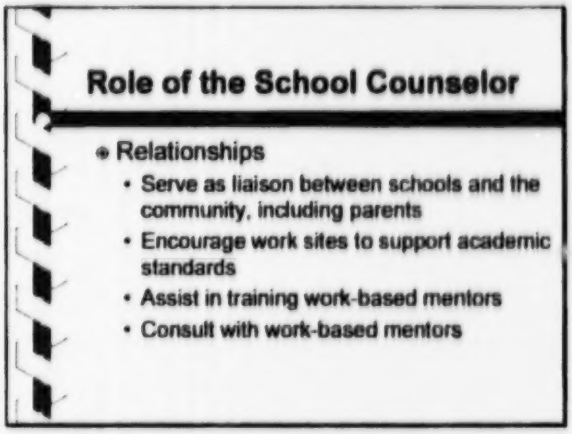
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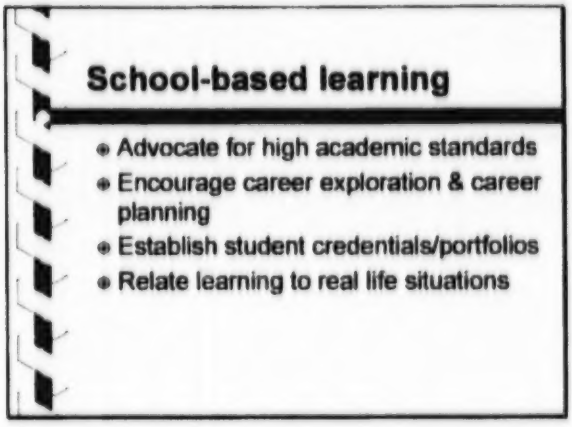
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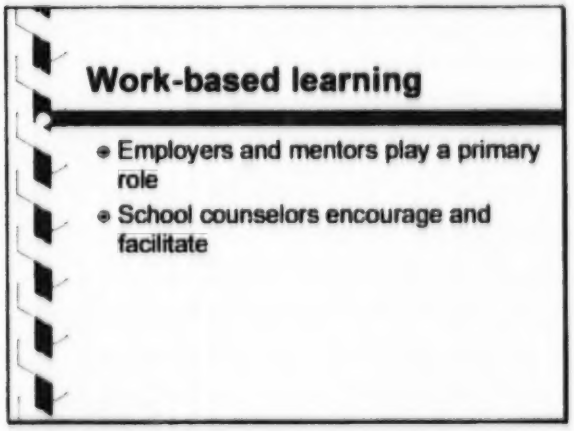
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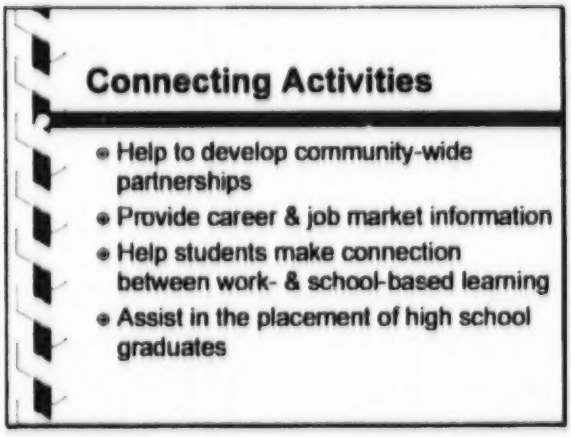
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Sample of Handout from Association for Career and Technical Education Conference

December, 1999

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Presentation for the Association for Career & Technical Education Conference 1999

Susan Jones Sears & Darcy Haag Granello
The Ohio State University

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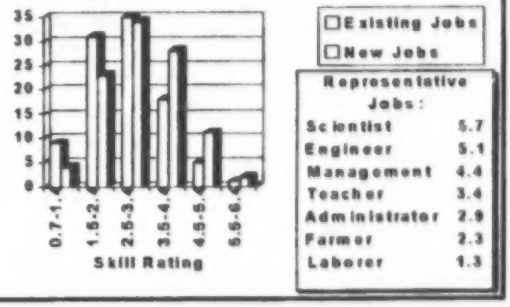

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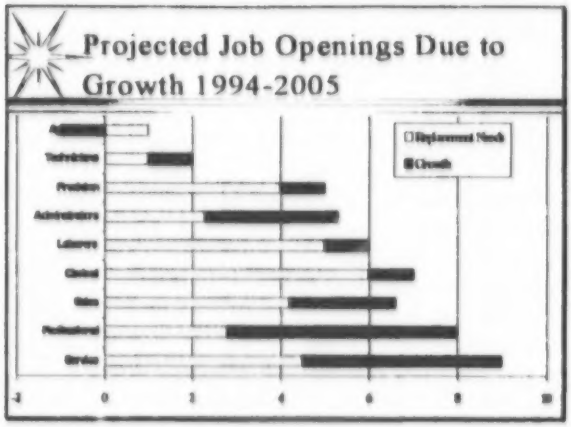

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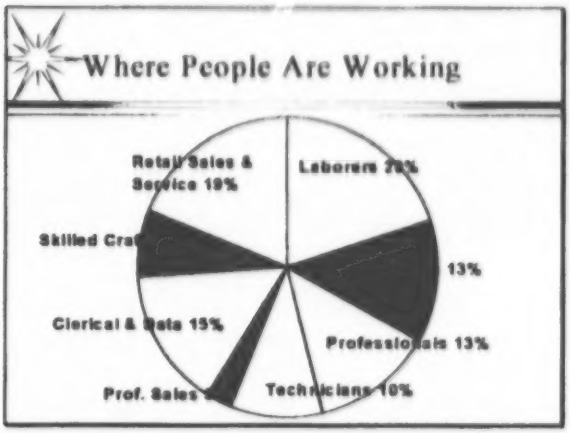

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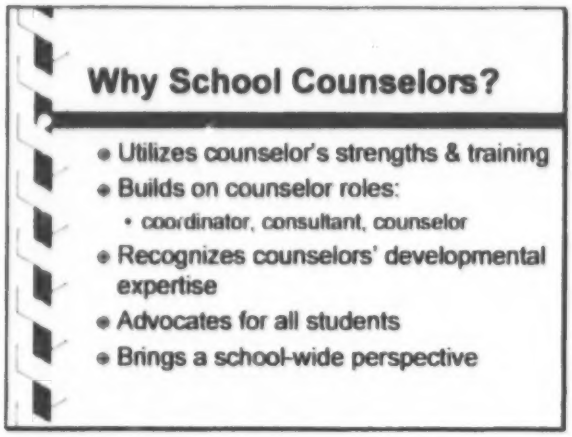

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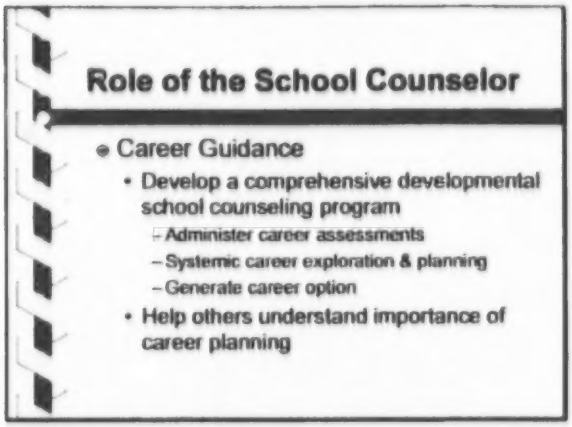
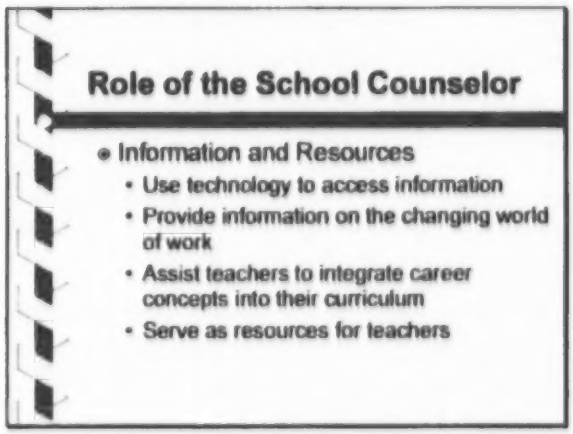
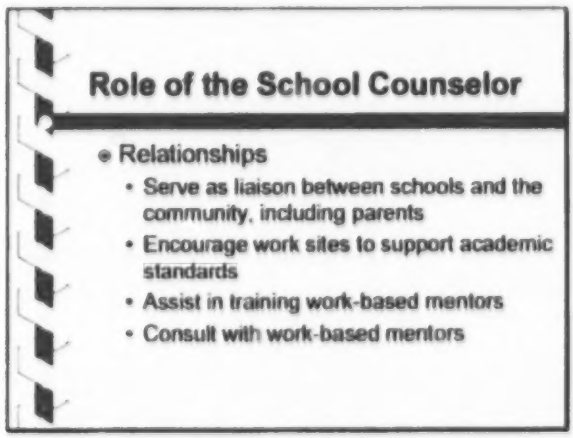

Role of the School Counselor
Career Guidance
Develop a comprehensive developmental school counseling program
Administer career assessments
Systemic career exploration & planning
Generate career option
Help others understand importance of career planning

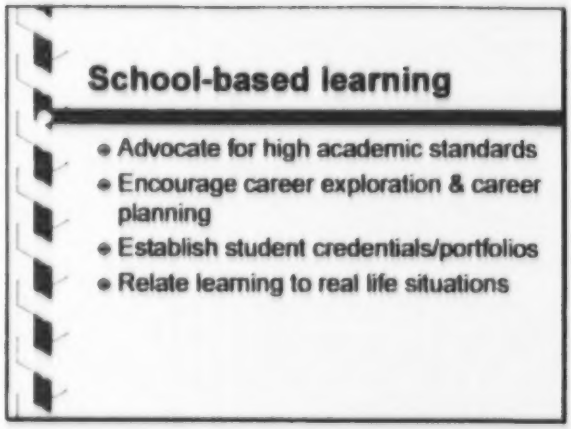
11


Role of the School Counselor
Information and Resources
Use technology to access information
Provide information on the changing world of work
Assist teachers to integrate career concepts into their curriculum
Serve as resources for teachers

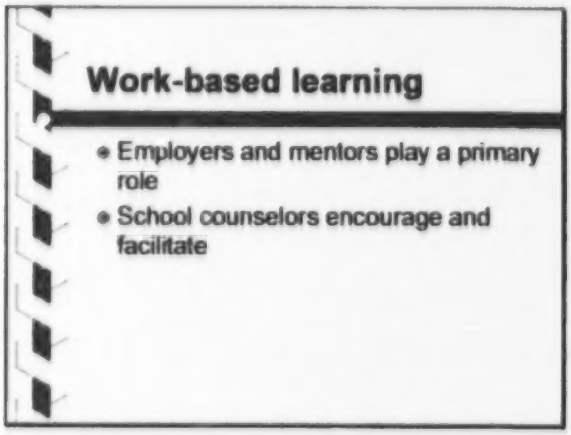
12


Role of the School Counselor
Relationships
Serve as liaison between schools and the community, including parents
Encourage work sites to support academic standards
Assist in training work-based mentors
Consult with work-based mentors

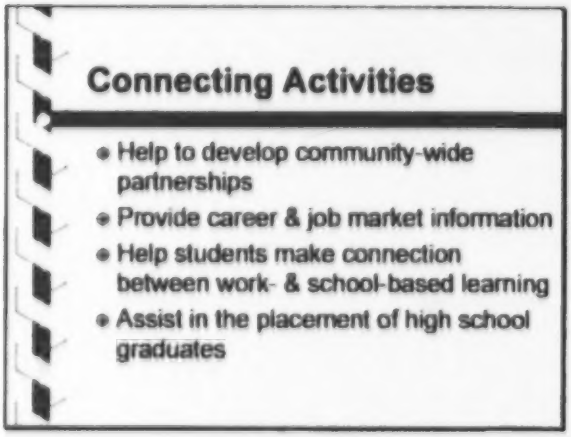
13


School-based learning
• Advocate for high academic standards
• Encourage career exploration & career planning
• Establish student credentials/portfolios
• Relate learning to real life situations

14


Work-based learning
• Employers and mentors play a primary role
• School counselors encourage and facilitate

15


Connecting Activities
• Help to develop community-wide partnerships
• Provide career & job market information
• Help students make connection between work- & school-based learning
• Assist in the placement of high school graduates

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